READING PLAN

School Name_____Lewis County High School___District Name_____Lewis County_____

I. Priority Need (as identified in the Scholastic Audit/Review or Self Analysis)	II. Goal: (Recommendation from Scholastic Audit/Review or Self Analysis)
According to the 2003 CATS report, 2003 CTB report, and 2003 CAT/5 report respectively: 73% of 10th grade students scored below state standard; 53% of 9th grade students scored below the 50$^{%}$ percentile; and on the Fall 2003 CAT-5 pre-test, 59% of incoming 2003 9th grade students scored below the 50th percentile in reading. According to the 2003 NCLB report, Lewis County High School met its Adequate Yearly Progress (AYP) for 10 of 10 goals (100%). According to 2003/August STAR report, 51% % of 10th grade and 56% of 9th grade students scored below 50th percentile(91/179 10rh grade students and (102/192 of 9th grade students). According to the 2003 data analysis, students do not answer all parts of the question, understand content vocabulary, or understand different reading genres.	Tenth (10th) grade students will increase their Reading Academic Index from 73.8 to 77 (based upon projections from goal calculator to reach proficiency by 2014); 9th grade students will increase their Reading National Percentile on CTB from 49th percentile to the 60th percentile. The ultimate goal is to have all students 9-12 reading at or above grade level. 55% of 9th grade students will score above the 50th percentile on their spring CAT-5 post-test (106/192 students). The number of tenth (10th) grade students who score proficient or above on the 2004 KCCT reading assessment will increase from 27% to 40% (69/172 Students). Based on the May 2004 STAR report, 40% of targeted students will score above the 50th percentile(52/132 students). This would be approximately 80% of 10th grade students were scoring above 50th percentile (139/172 students). LCHS will meet its AYP for 2004.
Causes/Contributing Factors: - According to walkthrough observations, teacher, and student interviews, reading strategies are not being taught systematically across grade levels. - According to administrator observation of curriculum documents, units, lesson plans and teacher interviews, we have no intentional, cohesive reading program in place that spans grades 6-12. - Based on observations and interviews with students, most learners lack a series of strategies with which to approach unfamiliar text/vocabulary. - Based upon teacher surveys and interviews, as well as principal	**Measurable Objectives:** *A1*.By May of 2004, walkthrough observations and teacher and student interviews will evidence that reading strategies are being taught systematically across grade levels. *A2*.By 2006, administrator observation of curriculum documents, units, lesson plans and teacher interviews, there will be evidence of intentional, cohesive reading instruction in place for grades 6-12. *A3*By June of 2005, 50% of all students will use at least one reading strategy when they encounter unfamiliar text or vocabulary as evidenced by teacher observations and student interviews.

- observation, teachers lack skill/training in teaching reading strategies.
- According to 2003 KPR (reading questionnaire data) 47% of students reported that they rarely or never use a graphic organizer, chart or web with passages read.
- According to 2003 KPR (reading questionnaire data) 38% of students reported that they rarely or never spend time previewing or discussing what they are going to read before they read.
- According to data analysis, students do not answer all parts of the question, recognize content vocabulary, or understand the different reading genres.

A4. By June 2005, all teachers will receive training in specific reading strategies as evidenced by pd logs.
A5. In October 2004, only 20% of students will report they rarely or never use a graphic organizer, chart or web with passages read based on KPR student questionnaire data.
A6. In October 2004, only 20% of students will report that they rarely or never spend time previewing or discussing what they are going to read before they read.
A7. By October 2003, all students scoring below the 50th percentile on state and/or local assessments will receive supplemental reading services as evidenced by the Master Schedule.

III. STRATEGY/ACTIVITIES

Objective **By the end of 2003-2004 school year:**	**PERKS Indicator** (indicated by number) **Measurable Objectives (Identified by letter and number)**	**Strategy/Activity** (to achieve the objective(s) .	**Expected Impact on Educational Practice and Student Learning**	**Start Date 2003**	**End Date**	**Responsible Person**	**Estimated Cost**
1. Reading Mentor Team will revise/refine an age/level appropriate reading curriculum and provide materials	Perks 3.10 3.15 9.2 M O	1A. Reading Mentor Team will prepare all reading materials (materials match core content and POS identified for 9th and 10th grade reading	To increase reading speed and comprehension; address reading skill deficiencies and to monitor individual progress as evidenced	**Sept. 2003**	**June 2004**	**Mentor Team members**	**Materials: $5000.00 (LEA) Mentors: $1000.00 (Grant)**

necessary to implement effective reading instruction for identified students	A1, A3	curriculum) to be used in the supplemental reading project which include: *Timed Reading Plus *Specific Skills Publications *Tracking Procedures *Specific Reading Strategies	by individual student graphs/STAR reports				
2. Reading Mentor Team will train participating staff (Eight volunteer content teachers) to implement the supplemental reading project effectively, and provide training to entire staff on reading strategies across the content areas.	PERKS 6.1 M O A6	2A. Mentor team will train all participating teachers in the implementation of the supplemental reading program (30 minutes of timed readings which emphasize speed and comprehension) for all 9th and 10th grade students who scored below the 50th percentile on state or local assessments. Team will help teachers with refinement strategies, pacing drills, and in depth use of pre-during-after reading strategies.	Increase reading achievement for targeted students through a daily systemic reading instruction as evidenced by local and state assessments	Aug. 2003	June 2004	Mentor Team members	Mentors: $1000.00 (Grant)

				Sept 2003	March 2004	B Forman J Enix P Lewis D Johnson	Travel $300.00 (Grant) Travel $400.00 (PD Funds)
	PERKS 6.2 6.13 6.15 M O A2	2B. Team members will attend all Reading Mentor Meetings, KCTE/LA conference, and the KTL conference	Team will participate in Vendor's Fair to analyze appropriate assessments available to effectively evaluate reading program and student progress. Team will attend conferences to receive training and information about literacy and reading strategies as evidenced by registration info.				
	PERKS 3.3 3.5 3.6 1.15 M O A3	2C. Language Arts Department will review the Word in the Word teaching materials and design an effective way to implement vocabulary lessons in every English class (15 minute mini lesson per class) and design strategies to use words in lesson plans.	Awareness of various effective reading vocabulary strategies to be used at secondary level. Vocabulary strategies implemented in Language Arts classes to increase reading achievement (and ACT scores) in grades 7-12 as evidenced by lesson plans, principal	Sept 2003	June 2004	Principal Department Head	Stipend for LA teachers $2500.00 (Grant) Reading Materials $200.00 (Grant)

			and mentor observation.	Sept. 2003	June 2004	Principal Department Head	PD $400.00
	PERKS 1.15 2.2 3.3 6.14 M O A1, A3	2D. 7-12 language arts teachers will be trained in the teaching strategies designed by the LA department in using a systematic vocabulary program – Word in the Word. A planned, structured vocabulary program (Word in the Word) will be implemented in all Language Arts classes 7-12. Words/lessons will be tied to units of study and used as part of reading/writing strategies.	Implementation of program as designed by the Language Arts Department. To design and implement a district-wide vocabulary program for students grades 7-12 To increase student's vocabulary in order for them to read more efficiently and effectively, have more success in the classroom, and to score higher on state assessments and ACT as evidenced by state assessment and ACT scores.		Oct. 2003	June 2004	Mentor Team 7-12 Language Arts teachers	Books/ Materials $4000.00 GEAR-UP Funds
	PERKS 3.3 3.6 3.11 3.14 6.14 M O	2 E. All Language Arts teachers will have follow-up training and coaching with the Word in Word vocabulary program. 7-12 LA teachers will meet	Teachers will have specific strategies to teach vocabulary skills to students in grades 7-12. In addition, teachers will have the opportunity to meet	Fall	On-going	Mentor Team	

A1, A3	every 9 weeks to review progress & make instructional revisions.	as one team (middle and high school) as evidenced by meeting rosters.				
PERKS 3.9 1.6 1.7 M O A4	2F. All teachers will be trained in using reciprocal reading strategy on a four - week basis. (Every department will use this technique, daily for four weeks)	Students will be able to correctly distinguish between literal and inferential questions based on content material as evidenced by teacher informal testing and state assessment.	**Sept. 2003**	**June 2004**	**Principal Ass't. Principal**	
PERKS 6.12 M O A2	2G. Provide training to English Department faculty in effective reading strategies for secondary students. Team members will model specific reading strategies during monthly faculty or department meetings (one strategy per meeting) for all staff members.	Improve reading content knowledge and instructional techniques to increase student reading achievement as evidenced by faculty agendas and meeting logs.	**Sept. 2003**	**June 2004**	**Mentor Team members**	**ASCD Materials $1500.00 Title V** **Reading Strategies in Action**
PERKS 3.21 M O	2H. All teachers will document evidence of	Improved reading instruction across the	**Sept.**	**June**	**Principal**	

3. To have all students (9-12) reading at grade level as reflected in content area performance and state/local assessments.	A4, A1	use of specific reading strategies in daily lesson plans and units.	content areas enabling students to be more successful in the classroom as evidenced by grades and failure reports.	**2003**	**2004**	**Asst. Principals**	
	PERKS 2.10 2.5 M O A4, A5, A7	3A. Reading Mentor Team will identify and provide support services for all 10th grade students who scored below the 50th percentile in reading according to 2003 CTB data; all incoming 2003-04 9th grade students will be given the CAT/5 to identify students scoring below the 50th percentile in reading.	Increased student success by providing opportunities for supplemental reading instruction—a structured time to learn/apply speed and comprehension skills for students scoring below the 50th percentile on norm referenced tests as evidenced by reading rosters.	**Sept. 2003**	**June 2004**	**Mentor Team members Participating teachers**	_____
	PERKS 2.6 2.10 2.8 M O A6, A7	3B. Identified students will be administered STAR pre/post tests as well at nine week intervals to be used to track student progress and regrouping needs.	Monitoring of student individual progress will allow students to change levels as needed and to exit the program when they score above 50th percentile as evidenced by student groupings each 9	**Sept. 2003**	**June 2004**	**Mentor Team**	_____

			weeks.				
	PERKS 3.10 8.5 M O A3, A7	3C. Implement supplemental reading project (for 9th and 10th grade students scoring below the 50th percentile) during 30 minute contact time (daily) using designed curriculum and materials. Monitor reading program-model reading strategies-adjust groups/instruction.	Improve student reading achievement in the classroom and on state assessment as evidenced by local and state assessments	**Fall 2003**	**June 2004**	**Mentor Team members Participating teachers**	**Mentors: $1000.00 (Grant) Teachers $3000.00 (Grant)**
	Perks 6.11 6.4 M O A1, A 4	3D. Mentor Team will teach supplemental reading program staff (8 participating teachers) how to use appropriate reading strategies, model best reading practices, and monitor reading classes on a daily basis.	A successful reading program that will increase student reading achievement as measured by local and state assessments	**Sept. 2003**	**June 2004**	**Mentor Team**	
	PERKS 3.4	3E. Mentor Team members	To determine student				**Mentors: $600.00**

				Sept. 2003	June 2004	Mentor Team	(Grant)
	M O A6, A7	will meet every 9 weeks with participating teachers to assess student progress, adjust schedules and materials; determine needs; and to gain feedback on classroom successes/concerns.	progress to meet individual needs and act as an accountability factor for the supplemental reading project as evidenced by meeting agendas and rosters.				
	PERKS 2.8 2.12 M O A1	3F. Content teachers will use the Skills Connection (Ed-Vision software program) to assess student's reading performance with grade level reading selections – provide follow up and practice for targeted students.	Students will be provided opportunities to demonstrate learning/reading performance at specific grade levels as measured by Skills Connection assessments.	Sept. 2003	June 2004	Content Teachers	
	PERKS 1.1 1.4 M O A2	3G. Continue work in LA department- curriculum revision, curriculum mapping, revising lesson plans, units, and assessment based on data analysis.	Improved Language Arts curriculum, instructional methods, and use of data to drive instruction as measured by state assessment and principal evaluation.	Aug 2003	June 2004	Principal Dept head	PD Funds $2000.00
	PERKS 2.1 M O	3H. Students will complete the Jamestown Individual	Allow for continuous progress and meet	Oct. 2003	April 2004	Language Arts	

	A7 PERKS 4.5	Skills Assessment. 4A. The Reading Mentor Team will meet with identified students to inform them of identification processes, the supplemental reading program, and tracking procedures.	individual needs as measured by the Jamestown Assessment. Increase student opportunities to improve reading skills and performance as evidenced by reading group rosters.	**Sept 2003**	**June 2004**	**Teachers** **Mentor Team members Participating Teachers**	
4. To provide information and awareness to parents, students, staff, and community members of the need for a supplemental reading program and the school's plan to implement these services for students.	**M O** A7						
	PERKS 7.1 M O A2	4B. Principal and/or Literacy Team will discuss program and progress to school based council in December/May about school's efforts to improve reading achievement for all students	Increase parental and staff awareness of student reading needs and school support services as evidenced by council agenda/minutes.	**Dec 2003**	**June 2004**	**Principal**	
	PERKS 5.10 M O A2, A7	4C. Mentor Team will publicize in local newspaper information and progress reports to keep the community informed of school's efforts to improve reading achievement at	Public awareness of what the school is doing to increase reading achievement and state assessment performance as evidenced by articles.	**Sept 2003**	**June 2004**	**Mentor Team**	

		the secondary school level.					
5. To establish a Literacy Team, implement a reading plan, develop a comprehensive literacy plan, and implement effective reading programs at the secondary level.	PERKS 7.1 7.2 7.3 M O A2	5A. Establish a school literacy team consisting of the principal, SE teacher, librarian, parent, student, department heads, one council member, and one member of the Mentor Team	Promote and provide a means to design and implement a school wide literacy program as evidenced by meeting agenda/minutes.	**Sept 2003**	**June 2005**	**Principal SBDM Council**	
	PERKS 3.4 3.6 7.5 M O A2	5B. Develop and implement a school-wide reading plan	To increase student's reading achievement and success in classroom activities as measured by local and state assessment.	**Fall 2003**	**June 2004**	**Literacy Team SBDM**	
	PERKS 7.5 7.6 8.1 8.8 9.2 9.3 9.5 M O A2	5C. Develop a comprehensive literacy plan approved by school based council and reflected in the school comprehensive improvement plan	To provide a formal plan to improve reading achievement as measured by local and state assessments and student failure rates.	**Fall 2003**	**June 2005**	**Literacy Team School Council Principal**	
	PERKS 7.5	5C. Implement and monitor the school	Provides students with an effective literacy	**Fall**	**On-**	**Literacy**	

	M O A2	literacy plan	program that ensures success for all students as evidenced by state assessments.	**2005**	**going**	**Team School Council Principal Mentor Team**	
	PERKS 2.6 2.7 2.10 2.9 M O A2	5D. Analyze school data (CATS, NCLB, STAR) utilizing the Collective Inquiry method (ARSI training) to determine reading needs and revise the school improvement plan.	Make instructional decisions/changes based on data, implement an effective school improvement plan as evidenced by meeting agendas/minutes.	**Nov**	**On-going**	**Principal Instructional Supervisor**	